

DRAFT #3—November 10, 2011

DRAFT #4—August 23, 2012

DRAFT #5—October 30, 2012

DRAFT #6 – December 6, 2012

006.16 Early Childhood Education

006.16A Grade Levels: ~~Birth through Grade 3~~ PK-Grade 3

006.06B Endorsement type: ~~Subject~~ Supplemental

006.16C Persons with this endorsement are prepared to teach children from age 3 ~~birth through grade 3~~, including those ~~with disabilities as defined in Section 79-0008.01 R.R.S.~~

006.16D Certification Endorsement Requirements: The endorsement shall require ~~30~~ a minimum of 18 semester hours specific to ~~in~~ early childhood education that address preschool and kindergarten. Candidates for this endorsement must hold, or earn concurrently, an elementary education (K-6) endorsement.

006.16D1 Practicum. Candidates must complete a 45 clock-hour practicum working with preschool (pre-kindergarten) children.

006.16E Endorsement Program Requirements: Nebraska teacher education institutions offering this endorsement must have on file, within the institution, a plan which identifies the courses and the course completion requirements which the institution utilizes to grant credit toward completion of this endorsement.

***THE FOLLOWING ARE RECOMMENDED GUIDELINES
FOR INCLUSION AS PART OF THE INSTITUTION'S PLAN
UNDER THIS ENDORSEMENT.***

Through the courses identified in its plan, the institution must provide early childhood teacher candidates with opportunities to demonstrate the dispositions and competencies required by the following guidelines, based on National Association for the Education of Young Children (NAEYC) Standards (2010).

STANDARD 1. PROMOTING CHILD DEVELOPMENT AND LEARNING

Candidates prepared in early childhood degree programs are grounded in a child development knowledge base. They use their understanding of young children's characteristics and needs, and of multiple interacting influences on children's

development and learning, to create environments that are healthy, respectful, supportive, and challenging for each child.

- Element 1: Know and understand young children's characteristics and needs, from age 3 (preschool) through age 8, (*or should this say birth – age 8?*)
- Element 2: Know and understand the multiple influences on early development and learning, and
- Element 3: Use developmental knowledge to create healthy, respectful, supportive, and challenging learning environments for young children.

STANDARD 2. BUILDING FAMILY AND COMMUNITY RELATIONSHIPS

Candidates prepared in early childhood degree programs understand that successful early childhood education depends upon partnerships with children's families and communities. They know about, understand, and value the importance and complex characteristics of children's families and communities. They use this understanding to create respectful, reciprocal relationships that support and empower families, and to involve all families in their children's development and learning.

- Element 1: Know about and understand diverse family and community characteristics,
- Element 2: Support and engage families and communities through respectful, reciprocal relationships, and
- Element 3: Involve families and communities in young children's development and learning.

STANDARD 3. OBSERVING, DOCUMENTING, AND ASSESSING TO SUPPORT YOUNG CHILDREN AND FAMILIES

Candidates prepared in early childhood degree programs understand that child observation, documentation, and other forms of assessment are central to the practice of all early childhood professionals. They know about and understand the goals, benefits, and uses of assessment. They know about and use systematic observations, documentation, and other effective assessment strategies in a responsible way, in partnership with families and other professionals, to positively influence the development of every child.

- Element 1: Understand the goals, benefits, and uses of assessment – including its use in development of appropriate goals, curriculum, and teaching strategies for young children,
- Element 2: Know about assessment partnerships with families and with professional colleagues to build effective learning environments,
- Element 3: Know about and use observation, documentation, and other appropriate assessment tools and approaches, including the use of *technology* in documentation, assessment and data collection, and
- Element 4: Understand and practice responsible assessment to promote positive outcomes for each child, including the use of assistive *technology* for children with disabilities.

STANDARD 4. USING DEVELOPMENTALLY EFFECTIVE APPROACHES

Candidates prepared in early childhood degree programs understand that teaching and learning with young children is a complex enterprise, and its details vary depending on children's ages, characteristics, and the settings within which teaching and learning occur. They understand and use positive relationships and supportive interactions as the foundation for their work with young children and families. Candidates know, understand, and use a wide array of developmentally appropriate approaches, instructional strategies, and tools to connect with children and families and positively influence each child's development and learning.

- Element 1: Understand positive relationships and supportive interactions as the foundation of their work with young children,
- Element 2: Know and understand effective strategies and tools for early education, including appropriate uses of technology,
- Element 3: Use a broad repertoire of developmentally appropriate teaching /learning approaches, and
- Element 4: Reflect on own practice to promote positive outcomes for each child.

STANDARD 5. USING CONTENT KNOWLEDGE TO BUILD MEANINGFUL CURRICULUM

Candidates prepared in early childhood degree programs use their knowledge of academic disciplines to design, implement, and evaluate experiences that promote positive development and learning for each and every young child. Candidates understand the importance of developmental domains and academic (or content) disciplines in early childhood curriculum. They know the essential concepts, inquiry tools, and structure of content areas, including academic subjects, and can identify resources to deepen their understanding. Candidates use their own knowledge and other resources to design, implement, and evaluate meaningful, challenging curriculum that promotes comprehensive developmental and learning outcomes for every young child.

- Element 1: Understand content knowledge and resources in academic disciplines: language and literacy; the arts – music, creative movement, dance, drama, visual arts; mathematics; science, physical activity, physical education, health and safety; and social studies,
- Element 2: Know and use the central concepts, inquiry tools, and structures of content areas or academic disciplines, and
- Element 3: Use own knowledge, appropriate early learning standards, and other resources to design, implement, and evaluate developmentally meaningful and challenging curriculum for each child.

STANDARD 6. BECOMING A PROFESSIONAL

Candidates prepared in early childhood degree programs identify and conduct themselves as members of the early childhood profession. They know and use ethical guidelines and other professional standards related to early childhood practice. They are continuous, collaborative learners who demonstrate knowledgeable, reflective and critical perspectives on their work, making informed decisions that integrate knowledge

from a variety of sources. They are informed advocates for sound educational practices and policies.

- Element 1: Identify and involve oneself with the early childhood field,
- Element 2: Know about and uphold ethical standards and other early childhood professional guidelines,
- Element 3: Engage in continuous, collaborative learning to inform practice; using technology effectively with young children, with peers, and as a professional resource,
- Element 4: Integrate knowledgeable, reflective, and critical perspectives on early education, and
- Element 5: Engage in informed advocacy for young children and the early childhood profession.

STANDARD 7. EARLY CHILDHOOD FIELD EXPERIENCES

Field experiences and clinical practice are planned and sequenced so that candidates develop the knowledge, skills and professional dispositions necessary to promote the development and learning of young children across the entire developmental period of early childhood – in the early childhood age groups (ages 3 through 5 and kindergarten) *and* in the variety of settings that offer early education (such as early school grades, child care centers and homes, and Head Start programs.)

- Element 1: Opportunities to observe and practice in early childhood age groups (ages 3 through 5 and kindergarten), and
- Element 2: Opportunities to observe and practice in early education settings (such as child care centers and homes, preschools, and Head Start programs.)

AD HOC MEMBERSHIP FORM (Based on Section 17.03 of the NCTE Organizational Policies)
EARLY CHILDHOOD Friday, September 16, 2011—Center for People in Need 10 AM-4 PM

MEMBERSHIP CRITERIA	NOMINEES
17.03A Three practitioners currently endorsed and employed in approved or accredited public or private schools in the endorsement area under consideration	1. Brian Carlson, Wahoo Head Start D5 bcarlso@esu2.org 2. Missy Timmerman, Beatrice D5 mtimmerman@bpsnebr.org 3. Amy LaPoint, Winnebago Head Start D3 lapointe_amy@hotmail.com
1703B At least two faculty members from a college or department of education who are teaching professional education courses at an approved professional training institution	1. Dawn Mollenkopf, UNK D6 mollenkopfdl@unk.edu 2. Susan McWilliams, UNO D8 smcwilliams@mail.unomaha.edu
1703C Two specialists in the area which might include academic college professors, learned society officers, or persons drawn from related professions	1. Susan Churchill, UN-L D1 schurchi@unlnotes.unl.edu 2. Jackie Florendo, Doane D5 jackie.florendo@doane.edu
1703D Two teachers currently employed and endorsed in approved or accredited public or private schools at the grade levels and/or subject matter under consideration	(This category could be covered by appointees to 17.03A)
1703E Two school administrators currently employed in approved or accredited public or private schools at the grade levels under consideration. At least one of the administrators must represent District Classes 2 or 3	1. Lincoln or Omaha administrators Gladys Haynes, OPS Educare D4 ghaynes@educareomaha.org 2. Classes 2 or 3 Dr. Richard Hasty, Plattsmouth D2 rhasty@pcsd.org 3. Beth Ericson, York Public Schools, D6 Beth.ericson@yorkdukes.org
17.03F One person representing the general public, e.g. PTA member or a school board member	Josie Filipi, Crete D5 josief@creteschools.org
17.03G One member of the Undergraduate or Graduate Committee, whichever is applicable.	Donna Moss, NCTE D6 dmoss@esu9.org
17.03H One representative of NDE	Melody Hobson, NDE Early Childhood D1 melody.hobson@nebraska.gov Jan Thelen, NDE Special Education Early Childhood D1 jan.thelen@nebraska.gov
17.03I Additional representatives if it is a field endorsement containing multiple subject endorsements	Chris Marvin, UN-L D1 cmarvin1@unl.edu Kim Madsen, Chadron State D7 kmadsen@csc.edu
17.03J Additional approved or accredited public or private school practitioners or higher education faculty members to equalize the representation between these two groups	Peggy Romshek, Mitchell D7 promshek@panesu.org
17.03K The NDE designee, who will be a non-voting member and serve as a consultant for the committee	Marge Harouff, NDE Consultant Sharon Katt, NDE Pat Madsen, NDE Marlene Beiermann, NDE